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ABSTRACT

This training package, one in a series of instructional modules consisting of an instructor's guide and a student activity packet, deals with managing the office environment. Included in the instructor's guide are general directions for implementing the presentation; a detailed guide for teaching the lesson that includes performance objectives, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to the activities, and a narrative script for use with a separate slide/tape presentation (audiovisual material not included here); and a list of references. The student activity packet contains an introduction, performance objectives, directions for using the packet, a student checksheet, a resource sheet on office layout and space guidelines, and activity sheets covering planning guides and floor plans for an office suite. (MN)

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OFFICE OCCUPATIONS

ED241685

MANAGING THE OFFICE ENVIRONMENT

INSTRUCTOR'S GUIDE
STUDENT ACTIVITY PACKET

Prepared by Diane E. Johnson

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MANAGING THE OFFICE ENVIRONMENT

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INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development field review, and evaluation of the final product. To further insure the usability of these products, they were evaluated by members of a business advisory committee and tested by postsecondary office occupations students.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. The overall reading level of the printed material in this particular package is 11.70 as calculated according to the FOG Index. In general, this reading level score is consistent with that which can be expected of postsecondary students. The added audio and visual stimuli help insure understanding by those students whose reading levels do not meet these expectations.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each instructor's guide includes general instructions for use by an individual or in a group setting, the narrative for the slide/tape presentation, and specific instructions on how to use the materials in a particular package. The specific instructions section contains the performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

ACKNOWLEDGMENTS

We extend special thanks to the following committee members and their employers for their cooperation in reviewing, evaluating, and testing the materials developed through this project:

Business Advisory Committee

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INSTRUCTOR'S GUIDE

MANAGING THE OFFICE ENVIRONMENT

INSTRUCTOR'S GUIDE

GENERAL INSTRUCTIONS

Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available: a slide projector, a projection screen, and a cassette recorder/player.

Make sure that all equipment is working properly.

Preparations Before Class

1. Preview the slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentation.
3. Allow enough time to show the presentation in its entirety.
4. If you use handouts, be sure they are distributed <u>after</u> the presentation.

Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the presentation or parts of it again to emphasize points important to successful completion of the activities.
4. If necessary, make arrangements for students to use the slide/tape presentation on an individual basis.

Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.
3. Demonstrate procedures for using the equipment.

4. Have students view the slide/tape presentation as many times as necessary to understand the information given.

Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by its frame so that you do not touch the film.
2. Arrange the slides in the slide tray in sequential order with the slide number in the upper right corner facing you.
3. Insert the cassette tape into the recorder/player.
4. Rewind the cassette tape to be sure it will start at the beginning.
5. Turn on the slide projector. The first slide should be projected on the screen.
6. Start the cassette player.
7. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.)

Student Checksheets

Student checksheets provide a convenient means for the student to take notes while viewing the slide/tape presentation. The points identified on the student checksheets are those the student will have to be familiar with in order to complete the activities provided.

Resource Sheets

Resource sheets contain information essential to the activities and serve as reinforcement for the competency requirements covered by the slide/tape presentation. Students should use the resource sheets as instructed in each student activity packet.

Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

MANAGING THE OFFICE ENVIRONMENT

INSTRUCTOR'S GUIDE

SPECIFIC INSTRUCTIONS

Introduction

Managing the Office Environment is an audiovisual aid developed to acquaint students with the basic duties and responsibilities of the individual charged with managing the office. This slide/tape package has been designed to address only those responsibilities that are associated with ergonomics, the environment of the workplace--the communication that occurs and the physical layout and design of the area.

This slide/tape package consists of 63 full-color slides, a cassette tape, an instructor's guide, a script, and a student activity packet that could be used as primary or supplementary tools in a variety of courses, including office procedures, administrative management, and facility planning. Any of these printed materials, which are not copyrighted, can and should be reproduced in order to provide an adequate supply of the materials for completing the activities; there are no separately printed student materials.

Performance Objectives

If a student satisfactorily completes this instructional package, the following competencies can be expected:

1. The student will be able to identify impressions made by various colors.
2. The student will be able to identify impressions made by styles of furnishings.
3. The student will be able to plan an office environment to portray a specific desired impression.
4. The student will be able to allocate office space to appropriate employees.
5. The student will be able to divide an open area into workspaces for a given number of employees.
6. The student will be able to determine appropriate locations for visitor waiting areas, equipment, worktables, and other special needs.
7. The student will be able to design an attractive and functional layout for an open-area office.

Special Notes to the Instructor

This instructional package may be used in its entirety in a group

setting or as a component of an individualized instruction curriculum. The instructor who desires to adapt this particular package to the specific needs of the program or of the student may find the following suggestions helpful.

1. The intent of this audiovisual package is informational rather than skill building.

2. The two activities provided with this package follow a simple-to-complex progression. Although the order of the activities may be reversed, they will more logically be completed in their numbered order.

3. If either of the provided activities cannot be used in your setting or if students require additional activities to achieve the performance objectives, refer to the section entitled Optional Student Activities. Neither resource sheets nor activity sheets are provided for these activities.

4. The instructor who wishes to present this unit in smaller segments will find logical stopping points immediately following each of these slides: 8 (introductory material); 14 (communication); 19 (lighting); 29 (sound); 35 (air temperature and quality); 43 (color and furnishings); 54 (work flow); 63 (office layout).

5. Activity 2 requires the student to plan and design the layout of an open-area office. The instructor should take some time to acquaint the student with the techniques for reducing the sizes of furniture to scale model size.

6. Testing instruments are not included in this package. The following are provided as possible means of testing mastery of the competencies addressed:

   a. Use teacher-made tests specifically designed to test the competencies.

   b. Have students develop layouts for a particular office or classroom within the department.

Time and Facilities

Approximately one 45- or 50-minute class period should be set aside for introduction and presentation of the slide/tape, which can be shown in any room that can be darkened or that has individual carrels equipped with slide carousels and cassette tape players. In addition, students should be able to complete the two activities in two to three hours. These time estimates are provided as guidelines only. The actual time spent in completing this package will vary with the amount and types of discussion activities that take place and with the abilities of the students. The estimated time needed to complete the provided activities is based on field test results of postsecondary students.

Suggestions for Discussion (for use in a group setting)

1. Before this slide/tape is presented, discuss with the students the performance objectives that must be met.

2. If possible, invite at least one office or facilities manager (administrative manager) to discuss with the class the work role of the person in this supervisory position. Ask the speaker to address work responsibilities as they relate to:

   a. lighting
   b. sound
   c. air temperature
   d. decorating
   e. office layout

3. If possible, invite one or both of the following to address the class on the specified topics:

   a. an illumination contrator - "Optimum Office Lighting"
   b. an interior decorator - "Creating an Impression Through Color and Design"

4. Bring to class color photographs or magazine advertisements that show office interiors. Elicit responses from the class members about the impressions they form of the business, based solely on the colors and furnishings styles shown. After the students have expressed their opinions, provide them with additional information about the firm shown to learn if the impressions they formed were indicative of the personality of the company.

Optional Student Activities

Two activities are provided in the Student Activity Packet. These activities are designed to reinforce the information presented on the slide/tape and to give students an opportunity to demonstrate their understanding of the concepts presented.

The following suggestions for additional activities may be used with students who need further skill refinement in these competencies or in courses where the provided activities are inappropriate. In every instance where these or other teacher-made activities are used, the appropriate performance objectives should be added to those listed.

1. Have the student(s) research and prepare a paper on one of the aspects of ergonomics presented in this audiovisual instructional package. Then, have the student(s) give an oral presentation on their findings to the rest of the class.

2. Discuss with one or more of the administrators on your campus the effectiveness and attractiveness of their office layout(s) (try

to select an office that has two or more employees in an open area).

a. Discuss any specific layout and/or design changes the administrator would like to see take place.

b. Prepare a diagram of the office, a list of every piece of furniture and/or equipment, a summary of the communications flow, and any specifications indicated by the administrator.

c. Ask the administrator and/or office staff to decide the kinds of impressions they want visitors to form of the office and the business that takes place there.

d. Have the student(s), either individually or in small groups, design an attractive and functional layout for the office. Encourage the students to use whatever creativity they possess in preparing their designs. (Students might prepare drawings, diagrams, dioramas, scale models, and so forth.)

e. Ask the administrator and/or office staff to determine which design they would choose to implement and to explain to the class the reasons for their choice.

3. Survey the class members on the general types of music (if any) each would choose to listen to in the classroom. Using a tape player or a radio, play each type of music for one or two days. After all types of music have been played, again survey the class members to learn:

a. Which type of music was most distracting? Why?

b. Which type of music was least distracting? Why?

Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this packet. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competencies presented in this package.

1. Activity 1

a. The student responded to all items on the planning guide. _____

b. The student's responses to items three through five accurately reflect the impression the type of business cited in item two would strive to make. _____

c. The planning guide was completed neatly and accurately. _____

2. Activity 2

a. The two smallest walled offices were assigned to the two personnel consultants. _____

b. The largest walled office was assigned as the conference room. _____

c. The remaining two walled offices were assigned to the office manager and the training director. _____

d. The two secretaries were located one each

(1) outside the offices of the personnel consultants _____

(2) outside the offices of the office manager and the training director _____

e. The receptionist was located near the entrance to the office area. _____

f. The visitor waiting area was located near the entrance to the office area but away from the workspaces of the employees. _____

g. The copy machine and the work table were located on the far right side of the office area and near the storage room. _____

h. The office layout was attractive and functional. _____

i. The illustration was prepared neatly. _____

3. Completion time for activities

a. Completion time less than suggested time limits. _____

b. Completion time within suggested time limits. _____

c. Completion time exceeded suggested time limits. _____

Keys to Activities

Keys to the two activities have not been provided; student responses will vary for both activities. However, the instructor is urged to use those points listed for Activity 2 (under Suggested Evaluation Criteria) in determining the appropriateness of the office layout developed by each student.

RESOURCES AND REFERENCES

Books

Allyn and Bacon
470 Atlantic Avenue
Boston, MA 02210

Office Systems and Careers (1981), Church, Schatz

The Benjamin/Cummings Publishing Company
2727 Sand Hill Road
Menlo Park, CA 94025

Management of Word Processing Operations (1980), Cecil

Wm. C. Brown Company Publishers
Dubuque, IA

Administrative Office Management (1979), Leaming, Motley

Houghton Mifflin
One Beacon Street
Boston, MA 02107

Office Systems and Procedures (1982), Luke, Stiegler

McGraw-Hill Book Company
13955 Manchester Road
Manchester, MO 63011

Essentials of Supervisory Management (1981), Bittel

Successful Management of Large Clerical Operations (1981), Stankard

What Every Supervisor Should Know: The Basics of Supervisory Management (1980), Bittel

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

How Managers Manage (1980), Kelly

Management of Office Operations (1978), Littlefield, Rachel, Caruth, Holmes

Science Research Associates, Inc.
College Division
1540 Page Mill Road
Palo Alto, CA 94304

Supervisor's Survival Kit (1975), Chapman

South-Western Publishing Co.
5105 Madison Road
Cincinnati, OH 45227

Administrative Office Management (1978), Leeling, Kallaus, Neuner

Human Behavior in Organizations (1978), Williams

Management and Organization (1981), Sisk, Williams

John Wiley & Sons, Inc.
605 Third Avenue
New York, NY 10016

The Art of Problem Solving (1978), Ackoff

Dictionary of Business and Management (1978), Rosenberg

Winthrop Publishers, Inc.
17 Dunster Street
Cambridge, MA 02138

Introduction to Administrative Office Management (1980), Quible

Periodicals

The Office
Office Publications, Inc.
1200 Summer Street
Stamford, CT 06904

"A Management Firm Adopts the Project Team Approach to Interior Planning and Design" (March, 1981), pp. 19, 22

"Strategic Planning for Tomorrow's Office" (March, 1981), Maskovsky, pp. 34, 42, 79, 89

"Work With Design Professionals for Bright, Efficient Offices" (December, 1979), George, Grimes, Gentile, pp. 57-60, 79

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
1	Focus/Synchronize Slide	
2	Title Slide	Managing the Office Environment
3	Stop Slide	Before beginning this slide/tape presentation, stop the recorder and locate the Student Checksheet in your Student Activity Packet. This checksheet provides a convenient means of taking notes on those portions of the presentation that you will need to know in order to confidently complete the activities that accompany this slide/tape package.
4	composite: photo of an individual; various titles composited	Office manager, administrative office manager, information resource manager, facilities manager, administrative manager, and manager of office services are just six of the titles that are used to designate the individual in charge of the office and information services of a company. This presentation will use the term office manager in discussing this position and its related duties.
5	composite: photo of an individual; additional titles added to those in frame 4	In the past, the office manager was responsible for supervising the clerical staff of a company as well as for other, related administrative duties. The information explosion on the late 1970's and early 1980's, however, forced expansion of these duties to include informaton systems management, systems analysis, information processing, and others.
6	composite: photo from frame 4 & 5; "Basic Office Occupations Competencies & One or More Related Occupations"	In light of this expansion of duties, it is obvious that the office manager does not occupy an entry-level position. Instead, the position requires an individual who has not only mastered basic office occupations competencies but also has had experience in one or more related occupations.
7	Quad split: ledger; punch card; terminal; copier	Office managers have commonly held positions in accounting, data processing, word processing, reprographics, or related fields.
8	composite: an office; "Office Layout & Design; Communication"	This audiovisual presentation is intended to acquaint the person who aspires to a career in office management with some of the common duties of the office manager. It will focus on the office environment and will include discussion of communication and office layout and design which is commonly known as facilities planning.
9	"Communication"	Good communication skills are vital to every office manager; these skills will affect the office manager's success or failure in every other part of the job. To be successful, the office manager must realize that communication is not restricted to writing and speaking.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
10	photo of two people exchanging written communications	Communication does, of course, occur when information is exchanged, when instructions are given and followed, and when messages are sent and received. Much of the communication, however, does not rely on words, either writeen or spoken.
11	two people--scene indicating leadership of one	Communication occurs when the office manager provides effective leadership to subordinates and, by example, instills loyalty, motivation, initiative, and cooperation in employees.
12	two people--scene demonstrating good human relations	Communication takes place when the office manager maintains and demonstrates high personal and professional standards that result not only in increased productivity but also in good human relations.
13	one person delegating responsibility to another	Communication results when the office manager delegates responsibility and, in the process, builds employee self-confidence while avoiding communication breakdowns, uneven distribution of work, and interpersonal conflicts.
14	"Ergonomics"	Communication plays such an important role in the way a business or office operates that it influences every facet of the office manager's job. One of these facets is referred to as ergonomics--the physical office environment and the effect it has on the productivity and satisfaction of the employee.
15	"Ergononics"; "Lighting, Sound, Temperature, Color, Furnishings, Layout"	Office layout and design, an important segment of ergonomics, is primarily concerned with lighting, sound, temperature, color, furnishings, and layout. Each of these elements, combined with communication, influences employee morale.
16	a chart illustrating these increases and decreases	Most tasks that are undertaken in an office require good lighting. In fact, experimental studies on lighting and work indicate that as the quality and quantity of light are increased, productivity, employee morale, and quality of work are also increased; mental and physical fatigue are decreased.
17	"Lighting"; "Quantity & Quality"	Two factors must be controlled if lighting is to produce these desired results--quantity and quality. Quantity is the amount of light provided. Some tasks require more light for completion than do others, and some types of lighting provide more light than do others.
18	composite: "Quality"; a well lit room	Quality of light involves glare and diffusion. Good quality light does not cast harsh glare and is diffused uniformly throughout the work area. No part of the work area is noticeably darker or brighter than are others--and shadows are minimized.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
19	flourescent light fixtures	With this type of information, the office manager might request flourescent lighting because of its high efficiency. Decisions affecting placement, numbers of fixtures, and so forth need to be made by lighting experts who are aware of optimum lighting needs and uses.
20	"Sound"	A second aspect of the office environment is sound. All sounds, but specifically noise level in an office, affect employee performance.
21	Quad split: a group talking; a telephone; a printer; a typewriter	The average noise level in an office is 50 decibels and is a result of such factors as people talking, typewriters clicking, printers operating, telephones ringing, and so forth. When the noise level is above 50 decibels, employees have trouble concentrating; error rates increase; stress and tension rise; productivity decreases; morale falls.
22	composite: production chart; an empty desk	As a result, absenteeism and high turnover rates create further problems, and productivity declines.
23	diablo printer with a sound-reduction cover	Although an office will seldom be totally quiet, the office manager is in a position to at least reduce some unnecessary noise by implementing any one or a combination of the following suggestions. 1. Adding sound-reduction shields and covers to equipment that does not already have them.
24	sound-absorbing pad under a typewriter	2. Placing sound-absorbing pads between desks or table tops and the equipment that rests on them.
25	appropriate office setting	3. Installing sound-absorbing wall coverings, draperies, and carpeting.
26	diablo printer in an isolated area	4. Relocating extremely noisy machinery to isolated areas of a room or to other, soundproofed locations.
27	a radio or tape player	While noise adversely affects employees, some types of music seem to have a soothing effect; music can promote productivity while reducing tension. Music may be piped-in from a central location, or it might be supplied by radio or tape within the office.
28	cartoon: someone reacting negatively to music	The music played in an office should be selected carefully. Music that appeals to a specific group or "music with a lyrical message" should be avoided. Rock-and-roll music will appeal only to a small number of employees, as will country or classical music.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
29	cartoon: someone reacting positively to music	To avoid pleasing one group and displeasing the others, the music selected should be neutral in nature. It should contain no lyrics and should simply provide a pleasant background that does not distract employees.
30	"Temperature and Air Quality"	Temperature and air quality also influence productivity and efficiency; and--just as important--they have a direct affect on employee morale and health.
31	a computer center	Heating and cooling systems should be adjusted for the activity that takes place in a particular location. Cooler temperatures, for example, need to be maintained in an area where employees are involved in strenuous physical activity or where equipment might dictate a specified temperature range for operation.
32	bi-split: thermostat set at 72½°; an office setting	A temperature setting of 68 to 72 degrees provides physical comfort to an office employee and still conserves energy.
33	cartoon: thermostat set at 80°; employee sleeping at desk	Offices that are too warm cause employees to become lethargic; expending energy to do the required work becomes a chore and productivity plummets. Workers in overheated offices become sleepy and their energy level declines.
34	cartoon: thermostat at 62°; employee in winter coat	Offices that are too cold result in employees who expend all of their energy trying to find a way to keep warm. And, again, productivity suffers.
35	cartoon: someone leaving "hot" building going into "frigid" outdoors	In addition, extreme temperature variations between inside and outside temperatures--especially those that cause physical discomfort for employees--promote illness. This illness, in turn, results in high absenteeism and decreased productivity.
36	"Color and Furnishings"	Color and furnishings, two other facets of the office environment, function both separately and together to reflect the tone or personality of a firm.
37	various colors labeled with impressions they project	Colors convey specific impressions. Reds convey energy; yellows, oranges, and browns suggest warmth; blues and greens represent serenity; and purples reflect dignity.
38	cartoon: various types of furniture labeled with impression each projects	Furniture styles range from early American to hi-tech; and, like color, each style offers a specific impression of the way the firm operates. Traditional furniture reflects conservatism; early American, hominess; hi-tech, energy.
39	a hi-tech office setting	A firm that wants to give the impression of being modern, energetic, and efficient might choose hi-tech furnishings; bright, energetic colors; and an abundance of large plants.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
40	a traditional office setting	A firm that wants to appear stable, conservative, and sincere might use traditional furnishings and muted colors to promote the desired effect.
41	a manager's desk and a secretary's desk	In addition to color and style, size and quality of furniture provides a subtle reminder of the hierarchy that exists in any company or any office. The manager's desk is usually larger than the secretary's desk.
42	a manager's office and a secretary's office	The other furnishings of the manager's office are designed for comfort and aesthetic appeal; the secretary's office furnishings are more utilitarian than they are decorative.
43	office manager & professional decorator in a discussion	Although professional decorators are usually hired to decorate an office area, the office manager is often called upon to provide specifications for the decorating and to approve or reject any and all selections.
44	"Office Layout"	The layout of an office area--the way it is arranged--is also part of the office manager's job. This facet of the job, however, is twofold--the office area should be made attractive and, at the same time, must be arranged for efficiency.
45	"Workflow" and its definition	The arrangement of furniture and equipment is often dictated by workflow--the path that work follows through an office; by communication that must occur; and by the permanent walls that are a part of the setting.
46	the manager	Work flow is a term used to signify the route that any piece of work or information must take as it is being completed. For example, a letter may flow from the originator--the manager--
47	a secretary	to a secretary or typist who puts it into acceptable form,
48	a reprographics clerk	to a clerk who prepares a copy to be kept in the company's files.
49	an outgoing mail tray	The original may then flow to a mail clerk or to an outgoing mail tray for later collection
50	a file clerk	while the file copy flows to a file clerk who stores it for future reference.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
51	cartoon: floor layout with piece of work moving directly from one place to another	The layout of a work area is important because the path any piece of work or information takes through an office should be as direct as possible to save employee time and effort.
52	floor layout without arrows	The communication that routinely takes place between superior and subordinate as well as that between and among various employees must also be considered in planning office layout. Those persons who must communicate regularly as a function of their jobs must be situated near one another.
53	secretary's desk near manager	A secretary's desk or work area must be directly accessible by the supervisor;
54	receptionist's work station	the receptionist's work station should be located near the entrance so that visitors to the office are immediately aware of which employee is responsible for greeting and helping them.
55	a walled office	Many older buildings and many newer buildings that house conservative firms are made up of individual offices with permanent walls. These walled offices are ideal for defining work space and for providing privacy; however, walls take up valuable space and often force layout that is less than ideal.
56	an open-area work space	Many firms are now using an open-area concept. Open areas are much less costly than are individual offices defined by permanent walls. These areas allow for housing a greater number of employees and for rearranging and reallocating work space when the need arises.
57	"80/20 Concept"	The most common office layout plan today is the eighty/twenty concept. Under this plan, 80 percent of the office space is open while 20 percent is made up of traditional walled offices. This allows permanent walls for managers, executives, and private conference rooms and provides movable partitions or identifiable work areas for support and production employees.
58	aisle area labeled with recommended space requirements	In planning the layout of an open area, several factors should be considered. 1. Walkways between work areas and around equipment should be wide enough to allow two people to walk side by side without hindering each other's progress.
59	copier in accessible area	2. Equipment used by many employees should be located in an area easily accessible to all.

SLIDE NO.	SLIDE DESCRIPTION	NARRATIVE
60	an individual work area in an open office setting	3. Each employee's work area should be defined in some way. This can be done by providing wide, uncluttered walkways; precisely placed file cabinets; walls of plants; movable partitions; and other, similar techniques.
61	a work area illustrating the concept of space	4. Each work area should provide enough space and privacy to enable adjacent employees to engage in telephone conversations and private conferences without disturbing one another.
62	a visitor waiting area	5. Waiting areas for visitors should be set apart from employee work areas so that confidentiality of job-related work and conversations can be maintained.
63	a two-dimensional drawing of an office area	Many office managers spend time planning the office environment by drawing a scale model of the office and experimenting with various furniture placement designs. They attempt to develop a plan whereby efficiency of operations and productivity of staff are enhanced. This is time well spent because all of the aspects that we have presented here are directly related to efficiency and productivity.
64	Credits Slide	

STUDENT ACTIVITY PACKET

MANAGING THE OFFICE ENVIRONMENT

STUDENT ACTIVITY PACKET

Introduction

The pace and scope of what occurs in the business office has changed drastically from what it was just a few years ago. The office is no longer an isolated work area that houses one or more secretaries who sit at typewriters and interact only with a piece of equipment and a few other employees. Technological advances have changed the face of business; and studies of worker productivity and satisfaction have led to changes in the physical environment of the office. Both types of change have had a direct influence on the role of the office manager--once charged solely with supervising clerical and secretarial personnel. Today's office manager must possess the ability to go beyond those basic supervisory duties. Among other responsibilities, the office manager must be able to plan and maintain an office environment that encourages worker satisfaction and, as a result, improves productivity.

Performance Objectives

After satisfactorily completing this instructional package, you will be able to:

1. Identify impressions made by various colors.
2. Identify impressions made by styles of furnishings.
3. Plan an office environment to portray a specific desired impression.
4. Allocate office space to appropriate employees.
5. Divide an open area into workspaces for a given number of employees.
6. Determine appropriate locations for visitor waiting areas, equipment, worktables, and other special needs.
7. Design an attractive and functional layout for an open-area office.

Materials

*Student checksheet for use with slide/tape presentation
*Resource sheet for activities 1 and 2
*Activity sheets for activities 1 and 2
Pen or pencil
Ruler
Eraser or correction materials

*These materials are provided as a part of this activity packet.

Directions

This package contains two activities. Each activity is detailed on the resource sheet which contains instructions and/or needed information. To complete each of these activities, follow these steps:

1. Carefully read the situations and instructions provided on the resource sheet.

2. Assemble any materials you will need to complete the activity.

3. Complete the work called for.

4. Carefully check your work for completeness and accuracy.

When all activities have been completed, submit them to your instructor for evaluation.

STUDENT CHECKSHEET

(To Be Used With Slide/Tape Presentation)

This sheet is provided as a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be useful when completing the activities that accompany this presentation.

1. Briefly define "ergonomics."

2. What two lighting factors must be controlled?

   a. _____

   b. _____

3. List four things that can be done to reduce noise in the office.

   a. _____

   b. _____

   c. _____

   d. _____

4. Identify the impressions conveyed by each of the following colors:

   a. reds _____

   b. yellows, oranges, browns _____

   c. blues, greens _____

   d. purples _____

5. Identify the impressions conveyed by each of the following furniture styles:

   a. early American _____

   b. traditional _____

   c. hi-tech _____

6. Briefly explain "work flow."

7. Briefly explain the "open area" concept.

8. What is the 80/20 concept?

9. Briefly explain five factors that should be considered when planning the layout of an open area.

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

RESOURCE SHEET A

Instructions for Activities

Activity 1

Instructions

Assume that you are planning to open your own company--a personnel agency that specializes in placing applicants in one career field (you must decide on the career area in which you will specialize). Since this is your company, you have both the responsibility and the freedom to plan the physical environment to reflect the image that your company will portray.

1. Locate Activity Sheet 1: The Planning Guide.
2. Carefully read over the planning guide to determine the types of decisions you are being called upon to make.
3. Respond first to items one through four. Your responses should reflect the career area in which you plan to specialize.
4. Based on your responses to items one through four, respond to the remaining items on the guide.
5. Be specific in your answers (e.g., Colors: bright red draperies and carpeting; stark white walls; royal blue upholstered furniture).
6. Retain the completed planning guide for use in Activity 2.

Activity 2

Instructions

Assume that you have completed the preliminary planning and have leased a suite of offices. This suite encompasses both individual, walled offices and a large open area as shown on the diagram provided. It is your responsibility to allocate office space and work areas for the following personnel:

1 office manager
2 personnel consultants
1 training director
2 secretaries (to be assigned as you determine)
1 receptionist

You also have the following needs for which to plan:

a conference room (for meetings, training sessions, testing)
a reception/waiting area for visitors, job applicants, and clients
a copy machine and work table
file cabinets and typewriters for each of the secretaries and the receptionist

In addition, you may also wish to use plants or some other device to define workspace for each employee in the open area.

1. Locate Activity Sheet 2: The Floor Plan for the Office Suite.

2. Determine which of the employees will be housed in the walled offices.

3. Working in pencil (so that you can easily rectify errors), identify the occupant(s) of each office.

4. Determine the furniture needs of those employees housed in the open area.

   a. Include at a minimum desks, file cabinets, visitors' waiting area, copier, and work table.

   b. Using catalogs, actual measurements taken from "real" furniture, and the layout and space requirements listed on Resource Sheet B, determine the approximate amount of space the various pieces of furniture will occupy on the floor plan. (One-fourth inch on the diagram equals 1 foot of actual measurement. A couch that is 6 feet long and 3 feet deep will occupy a 2-inch by 3/4-inch space on the diagram.)

5. Determine the layout of the open area. Indicate (again working in pencil) placement of furniture and equipment by illustrating actual placement (to scale) on the diagram.

6. Make your illustration as usable and as attractive as possible.

RESOURCE SHEET B

Office Layout and Space Guidelines

Space for Personnel

Top-level executive	500 sq. ft.
Midlevel manager	300 sq. ft.
Executive	275 sq. ft.
Supervisor	150 sq. ft.
Executive secretary	100 sq. ft.
Engineer/programmer	100 sq. ft.
Clerical employee	75 sq. ft.
Modular work station	75 sq. ft.
Minimum work station	50 sq. ft.

Space for Offices/Work Areas/Special Rooms

Senior executive's private office	600 sq. ft.
Senior assistant's private office	200 sq. ft.
Standard office	150 sq. ft.
Administrative secretarial	100 sq. ft.
Open office cubicle	75 sq. ft.
Clerical work area	75 sq. ft.
Telephone switchboard	50 sq. ft.
Part-time work area	50 sq. ft.
Reception room (per person)	35 sq. ft.
Conference/board room for 30 people (per person)	25 sq. ft.
Conference/board room for 31-200 people (per person)	8 sq. ft.
Central files for letter-size cabinets (per cabinet)	6 sq. ft.
Central files for legal-size cabinets (per cabinet)	7 sq. ft.
Aisles and corridors (percent of the total area of private and general offices)	10% to 15%

Furniture and Equipment Space Guidelines

Chair space between desks facing the same direction	3 feet
Space beside or in front of desk for visitor's side chair	3 feet
Filing cabinets facing same direction (with drawers open)	28 inches
Filing cabinets facing each other (with drawers open)	36 inches
Major corridor	6 - 8 ft.
Main aisle in office work area	4 - 5 ft.
Aisle between desks leading to individual work stations	3 - 4 ft.

Desk Sizes

Secretarial L-shaped desk	30" x 60"
L-shaped extension	19" x 40"
Executive desk with L	30" x 60"
L-shaped extension	19" x 40"
Executive desk	36" x 76"
General office desk	34" x 60"
(OR)	30" x 42"

Clerical office desk	30" x 50"
Conference table	144" x 48"
Work table	24" x 54"
Conversation table (round, diameter)	36"
All-purpose table	30" x 60"

Square Footage Calculation

50-inch desk and chair, 50" x 69"	23.61 sq. ft.
Aisle per desk, 18" x 68"	8.50 sq. ft.
Miscellaneous (files, aisles, etc.)	27.89 sq. ft.
TOTAL SQUARE FOOTAGE REQUIRED	60.00 sq. ft.

Additional Factors to be Considered

1. Chairs should not back into an aisle of traffic.
2. Wasted space should be eliminated or minimized.
3. Desks should not face traffic.
4. Doors should not open against furniture
5. A visitor should not be forced to approach an employee from the "blind" side.

Activity Sheet 1

The Planning Guide

1. What is the name of your firm? _____

2. In what career area do you specialize? _____

3. What image do you want your firm to portray to visitors, job applicants, and clients? _____

4. What kind of attitude do you want your employees to have and to project? _____

* * * * * * * * * * *

5. Based on your answers to the items above, plan the atmosphere of your office(s). Be specific.

   a. LIGHTING (direct/indirect/track; ceiling/freestanding/desk-top fixtures; etc.)

   _____

   _____

   _____

   _____

   _____

   b. SOUND (piped-in/in-office; tape/radio; type of music/absence of music; etc.)

   _____

   _____

   _____

   _____

   _____

   c. COLOR(S) (carpeting; walls; draperies; furniture; accessories; etc.)

   _____

   _____

   _____

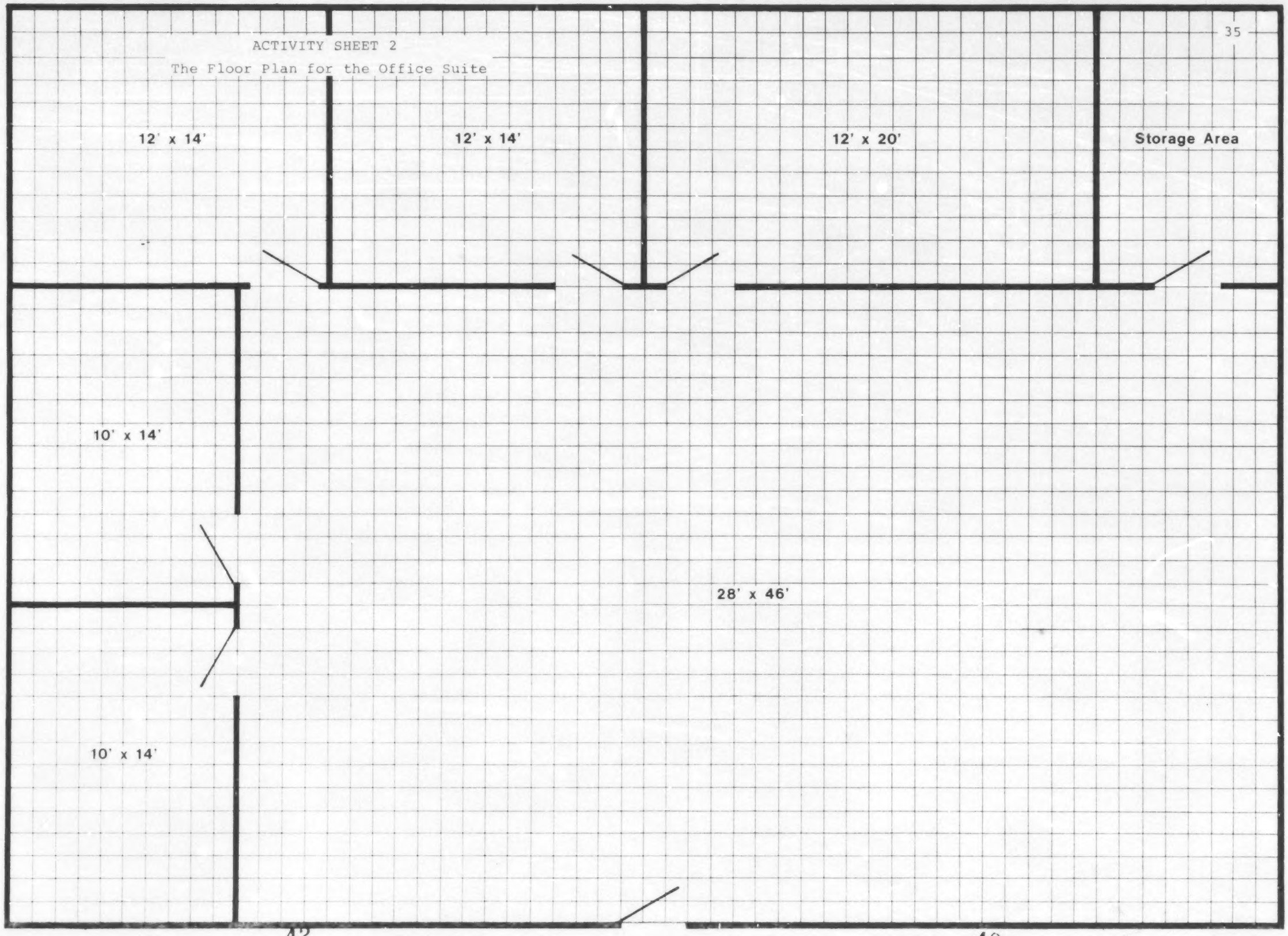
   _____

   _____

d. STYLE/TYPE FURNISHINGS (desks; chairs; couches; tables; plants; accessories; etc.)

ACTIVITY SHEET 2

The Floor Plan for the Office Suite



42

43

Scale: ¼"= 1'